

DOCUMENT RESUME

ED 226 483

EA 015 431

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TITLE Job Satisfaction of Alaska School Superintendents and Its Comparison with the Nationwide American Superintendency. Report of a Study.
PUB DATE 82
NOTE 58p.
PUB TYPE Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)
EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Administrator Attitudes; Elementary Secondary Education; *Job Satisfaction; *Predictor Variables; State Surveys; Superintendents; Tables (Data)
IDENTIFIERS Alaska; Job Descriptive Index

ABSTRACT

A survey of Alaska's 52 school superintendents revealed that their levels of satisfaction in several aspects of their jobs were affected by several task variables, in contrast to the findings of an earlier nationwide study. A personal-experiential instrument, a task variables instrument, and the Job Descriptive Index were used to obtain data. These data were subjected to canonical correlation analysis and multiple regression/correlation analysis. The study found 21 task variables that were related to the Alaskan superintendents' overall job satisfaction, 10 variables related to work satisfaction, 4 variables related to satisfaction with coworkers, 9 variables related to satisfaction with the way superintendents were supervised, and 5 variables related to satisfaction with pay. No significant relationships were found between either personal-experiential variables or demographic characteristics and job satisfaction. A survey of the literature is included in the paper, and appendices present the personal-experiential and task variable survey instruments. A bibliography of over 100 items concludes the document. (PGD)

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JOB SATISFACTION OF ALASKA SCHOOL SUPERINTENDENTS
AND ITS COMPARISON WITH THE NATIONWIDE AMERICAN
SUPERINTENDENCY

REPORT OF A STUDY

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1982

EA 015 431

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IN MEMORY OF MY PARENTS

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CHAPTER I

THE PROBLEM

Introduction

School superintendents play a vital role in the education of the young people in this nation. How they feel about their job and the level of their satisfaction in dealing with tasks and personnel of the school system have a bearing on the overall success of the educational programs under their supervision. Experience as well as research tends to indicate that where people have high levels of occupational satisfaction, there is also high levels of productivity and organizational success. In addition, job satisfaction affects a person's motivation, mental health,¹ approach to life adjustment² and self-actualization.³

Low levels of job satisfaction can have detrimental effects on organizational task accomplishment and feelings of

¹Patricia C. Smith, Lorne M. Kendall and Charles L. Hulin, The Measurement of Satisfaction in Work and Retirement (Chicago: Rand McNally & Company, 1969), p.2.

²Arthur W. Kornhauser, Mental Health of the Industrial Worker (Detroit, 1965) p.4.

³Wayne K. Hoy and Cecil G. Miskel, Educational Administration: Theory, Research and Practice (New York: Random House, 1978), p.104.

personal success. Again, generally speaking, where people experience low levels of occupational satisfaction there is more likely to exist low levels of productivity and organizational success. In school district management low levels of satisfaction among educational personnel tends to lead to high turnover¹ and absenteeism.²

When turnover and absenteeism occur among the chief school officers there should be cause for concern, perhaps alarm. The role of superintendents has become more and more an open concern amongst school and community leaders. Accounts of their "running away" from work related pressures are not rare.³ Spalding found the superintendency to be a position of anxieties, pressures and stresses. He further stated that: "Superintendents have more anxiety than other people who I have tested outside of mental institution."⁴

According to the U.S. Department of Education, the turnover of superintendents has been estimated at 3000-5000 a year, which

¹M.A. Lohman, "An Investigation of Teacher Turnover", Research Bulletin 4, Institute of Administrative Research, Teachers College, Columbia University, 1963, pp 7-8.

²Edward A. Holdaway, Satisfaction of Teachers in Alberta With Their Work and Working Conditions (Alberta, Canada: ERIC Document Reproduction Service, ED 151 948, 1978).

³"Superintendent Says Pressure Led to Flight", Anchorage Times, January 20, 1980, p.B-3.

⁴Willard B. Spalding, The Superintendency of Public Schools- An Anxious Profession (Cambridge: Harvard University Press, 1954), p.1.

is 19-32% turnover.¹ While many superintendents move to other superintendencies, frequent and/or periodic moves may be an indication of dissatisfaction with their jobs. The studies of Carlson,² and Hulin³ tends to suggest that this increased turnover is related to lesser job satisfaction. Ronan states that "persons do terminate their employment for reasons related to satisfaction with their jobs."⁴ Spalding says, "Many superintendents move from community to community, seeking what they consider to be advancement and hoping that each new position will be free from the uncertainties which cause anxiety. Living under such trying conditions affects people adversely."⁵

Different people say different things about what the superintendents think about their work. Status, power, recognition, pressures are words often used to describe the current position of superintendents, yet not much is known about how or why they would rate themselves or estimate their level of satisfaction with the work they do.

Since this lack of knowledge exists within the population of school district administrators then the reasonable question arises as to what may be the causes that influence job satisfaction among school superintendents.

¹Richard H. Barr, Education Program Officer, U.S. Department of Education, Office of Assistant Secretary, Washington, D.C. 20702, Personal Correspondence, October 7, 1980.

²Richard O. Carlson, School Superintendents: Careers and Performance (Columbus, Ohio: Charles E. Merrill Co., 1972).

³Charles L. Hulin, "Effects of Changes in Job-Satisfaction Levels on Employee Turnover", Journal of Applied Psychology, 52, 1968.

⁴W.W. Ronan, "Individual & Situational Variables related to Job Satisfaction", Journal of Applied Psychology, 54, February 1970.

⁵Spalding, The Superintendency of Public Schools.

That is the intent of this proposed study. This is an exploratory study that seeks to identify the general nature of satisfaction/dissatisfaction among school superintendents; to attempt to relate this to selected task and personal-experiential variables and to evaluate the study outcomes for potential recommendations for diminishing dissatisfaction among the study population.

Statement of Problem

What is the level of job satisfaction among school superintendents in Alaska?

Sub-problems

1. Among school superintendents in Alaska, what is the relationship of task variables to job satisfaction?

2. Among school superintendents in Alaska, what is the relationship of personal-experiential variables to job satisfaction?

3. Among school superintendents in Alaska, what is the relationship of both task variables and personal-experiential variables to job satisfaction?

Significance and Need for the Study

This study has significance in several ways. For a long time, job satisfaction has been considered important to productivity and organizational success. Hence, a study of this kind may provide clues or insights to those factors that lead to high motivation, increased production, improved personal relations, and in the maintenance of a dynamic organization.

Understanding the sources of satisfaction and dissatisfaction is important in itself. It has direct implications for personal performance, effective organizational behavior, and mental health.

Smith et al say, "It is not only the policy maker who is interested in understanding the determinants of satisfaction. The theoretician interested in human motivation is equally concerned, since he wishes to understand the laws of human behavior and attitudes. The improvement of satisfaction is of humanitarian value. Trite as it may seem, satisfaction is a legitimate goal in itself."¹

Hawk says that the study of job satisfaction is needed as, "The majority of employee with high satisfaction levels do not join unions or file EEO complaints. They are also absent less, stay with the company longer, produce higher quality products, are usually more productive, desire fewer transfers, have lower accident frequency rates, and are tardy less."²

Local school boards and state boards of education may use the prospective findings of this study to compare attitudes of superintendents and to assemble data that can secure a comfortable and effective appointment for them. It could be useful for planning services to meet the needs of the chief school officers under a variety of distinct conditions and constraints. The findings may also help the prospective and incumbent superintendents as it will portray for them some of the realities of the job.

¹Smith, Kendall, Hulin, The Measurement of Satisfaction in Work and Retirement, p.3.

²Donald L. Hawk, "Effective Attitude Surveys", Personnel Journal 57 July 1978, p.384.

Conditions that can adversely influence school effectiveness and human fulfillment should be investigated and recommendations be made for their improvement. A clearer picture of the statewide status of the job satisfaction of superintendents may help reduce turnover, stress, pressure, anxiety and may help to increase their motivation and self-actualization. The study would be of an interest, use and importance to educators, trustees, school boards and others who are concerned with the work of superintendents in Alaska. With additional insights than we now have into the feelings of superintendents we may address some of the basic causes of potential job dissatisfaction. Although a thorough search of the available sources (ERIC, Comprehensive Dissertation Indexes and studies reviewed by Hoppock) indicates that no Alaskan survey of this kind has been reported, there have been a number of surveys on job satisfaction of superintendents (see pages 18-19 of this document).

In summary, this proposed study can have significance for its possible practical implications as well as for its limited part in the extension of our knowledge about the working lives of chief school officers.

Definition

Job Satisfaction

Smith defines job satisfaction as "the feelings or affective responses a worker has about his job."¹

Job satisfaction of superintendents will be determined by administering the Job Descriptive Index (JDI). The five elements operationalized by Smith et al. are: (1) Work, (2) Supervision, (3) Pay, (4) Promotion, and (5) Co-workers. Each of the elements or components of job satisfaction will yield a separate sub score.

¹Smith, Kendall, Hulin, The Measurement of Satisfaction in Work and Retirement, p.6.

CHAPTER II

RELATED LITERATURE

Conceptual Frameworks

According to Locke¹ and Holdaway² conceptual frameworks of job satisfaction fall into three domains:

(1) The "intrinsic" view, i.e. that the determinants lie solely in the job itself, (2) the "subjective" view, i.e. that the determinants reside wholly in the worker's mind, and (3) the "interactionist" view, i.e. that satisfaction is a consequence of interaction between the worker and his work environment.

"Intrinsic" Framework

Herzberg's³ "dual-factor" construct may be said to fall into the 'intrinsic' domain. He claims that a dichotomy exists with intrinsic satisfaction factors (achievement, recognition, work itself, responsibility, advancement and possible growth) being distinct from extrinsic dissatisfaction factors (company policy and administration, technical supervision, working

¹Edwin A. Locke, "What is Job Satisfaction", speech presented at the American Psychological Association Convention, San Francisco, California, August 30- September 3, 1968.

²Holdaway, Satisfaction of Teachers in Alberta With Their Work and Working Conditions, pp. 16-21.

³Fredrick Herzberg; Bernard Mausner and Barbara Snyderman, The Motivation to Work (New York: John Wiley & Sons, 1959).

conditions, salary, relationships with superordinates, relationships with subordinates, relationships with peers, status, job security, and personal life). The former he calls "motivators" and the later he calls "hygiene factors". He claims that the hygiene factors need to be effectively present, but they do not motivate employees. Other studies that falls into this category are those by Sergiovanni,¹ Schmidt,² and Johnson.³

"Subjective" Framework

Maslow's⁴ 'hierarchy of needs' provides an example of a conceptual framework which falls into the "subjective" domain. Satisfaction is related to human needs, which are posited as being in ascending order of importance for the organism. Following Maslow, Porter⁵ et al. suggested that existence, security, social, esteem, autonomy and self-actualization needs exists for workers in organizations. Satisfaction is held to obtain when one of the 'lower-order' needs is met, and that need, once satisfied, is seen as no longer motivating. Other studies which also fall in this category are those by Porter,⁶

¹Thomas Sergiovanni, "Factors which Affect Satisfaction and Dissatisfaction of Teachers", Journal of Educational Administration 1 (1967): 66-82.

²Gene L. Schmidt, "Job Satisfaction among Secondary School Administrators", Educational Administration Quarterly 12 (Spring 1976): 68-86.

³F.D. Johnson, "An Analysis of Factors related to Teachers' Satisfaction-Dissatisfaction", Personnel and Guidance Journal 6 (1970): 476.

⁴Abraham H. Maslow Motivation and Personality (New York: Harper & Brothers, 1954).

⁵Lyman W. Porter and Edward E. Lawler Managerial Attitudes and Performance (Homewood, Ill: Richard D. Irwin, 1968), pp. 8-12.

⁶Ibid.

Alderfer,¹ and Eran.²

"Interactionist" Framework

The Vroom³ model accounts for individual worker differences and relates worker motivation to the accomplishment of organizational goals. It does this by a two-stage linking of personal goals such as promotion, mobility, or higher income, on what are called level two outcomes. As the worker attempts to satisfy his desire for level two outcomes, these are instrumental in motivating him to accomplish the organization's level one outcomes. The valence of level two outcome is defined as a person's anticipated satisfaction with personal goals not yet achieved, while the valence of a level one outcome is defined as a person's actual satisfaction with organizational goals now being attained.

Lawler⁴ feels that the distinction between overall satisfaction is important when examining the area of job satisfaction. He has defined overall satisfaction as a "person's affective reactions to his total work role". Other studies which also fall in this category are those by Tolman,⁵ Lewin,⁶ and Parsons.⁷

¹C.P. Alderfer, "An Organizational Syndrome", Administrative Science Quarterly 12 (1969): 440-460.

²M. Eran, "Relationship Between Self-perceived Personality Traits and Job Attitudes in Middle Management", Journal of Applied Psychology 50 (1970): 424-430.

³V.H. Vroom Work and Motivation (N.Y.: John Wiley & Sons, 1964).

⁴Edward E. Lawler, "Job Attitude and Employee Motivation" Personnel Psychology 23 (1970), pp. 223-237.

⁵Edward C. Tolman, "Principles of Performance," The Psychological Reviews, 62 (1955), p.62.

⁶Kurt Lewin, Field Theory in Social Science (New York: Harper & Row, Publishers, Inc.,) 1951: 26-45.

⁷T. Parsons, Robert Bales and Edward A. Shils, Working Papers in the Theory of Action (N.Y.: The Free Press) 1953:82.

Until the recent past, job satisfaction had been considered as a unidimensional concept i.e. "overall job satisfaction." The trend of recent research in job satisfaction clearly indicates that a number of variables are involved in this phenomenon. It is also clear that personal, task and organizational variables are operating when considering job satisfaction. From basic sociological principles one can conclude that the socialization of a member into an organization must take into consideration the personal attributes of the member as well as the structural dimensions of the organization. This provides the bridge between the intrinsic and the subjective views of job satisfaction. It would follow, then, that satisfaction must be the interaction of the two dimensions, personal and organization. In view of this trend it is appropriate to apply the most significant conceptual approach to the study proposed here.

The intrinsic, subjective, and interactionist frameworks given earlier support the multidimensional concept of job satisfaction. In fact, Herzberg's¹ work was the first significant step toward a multidimensional (two dimension) notion. Because of the multidimensional concept of job satisfaction overall satisfaction, task variables, personal-experiential variables and the five elements of Job Descriptive Index shall be used in the proposed study. Studies of job satisfaction

¹Herzberg, The Motivation to Work.

by Smith et al.,¹ Holdaway,² and Wood³ add further support of the multidimensional notion. Purpose of this study does not include the testing of the conceptual frameworks included here. They did provide the researcher with the opportunity to frame the hypotheses and the general research questions of this study.

RESEARCH IN JOB SATISFACTION

History of Job Satisfaction

Interest in worker's feelings and attitude is not something new. Probably since the late 1800's people in America have been talking about happiness on the job.

Cabot expressed his views on the relationship between work and happiness.⁴ While writing about the joy of work he has stated five points that promote job satisfaction:

(1) Difficulty and crudeness enough to call out our latent powers of mastery (2) Variety so balanced by monotony as to suit the individual's needs, (3) A chance to achieve, (4) A title and a place in which to work, and (5) Honorable and pleasant relations with one's comrades at work.

Wyatt said that the nature of the task contributes

¹Smith, Kendall, Hulin, The Measurement of Satisfaction in Work and Retirement.

²Holdaway, Satisfaction of Teachers in Alberta With Their Work and Working Conditions.

³Donald A. Wood and William K. LeBold, The Multivariate Nature of Professional Job Satisfaction (Indiana: ERIC Document Reproduction Service, ED 023578, 1967).

⁴R.C. Cabot, What Men Live By (Boston: Houghton Mifflin, 1914), pp. 27-28.

to boredom and suggested the improvement of working conditions for increased job satisfaction. He further stated that personal characteristics and tendencies are the factors in work that produce boredom.¹

Hatchel cites poor personnel practices as the cause for a dissatisfied employee to quit his job in an automobile industry.²

In essence it may be said that by the late 1920's the research findings related job satisfaction to boredom, morale or happiness on job. Not much, if anything, was said about how employees viewed their work.

Studies of worker-work-interrelations

Kornhauser probably was the first to study job satisfaction as a distinct area of investigation. He stated that worker's feelings of boredom or monotony are certainly reflections of complex situations--of factors in the worker as a person, in the work itself, and in their inter-relations.³

Putnam suggested that the related working conditions and relative freedom from traditional supervisory practices were the chief factors contributing to their improved mental outlook.⁴

Dewey mentions an interesting letter of an employee

¹S. Wyatt, "Boredom in Industry," The Personnel Journal 8 (1929): 161-171.

²Edward Hatchel, "Why Workers Go Sour!," Forbes 24 (August 15, 1929): 38-42.

³Arthur W. Kornhauser, "The Study of Work Feelings," The Personnel Journal 8 (1930): 348-351.

⁴M.L. Putnam, "Improving Employee Relations," The Personnel Journal 8 (1930): 314-325.

whose main satisfaction was in suggesting ideas to his boss. If one of his ideas was accepted, he had great satisfaction even if he did not get a raise.¹

McMurry, in a study of bank employees, found that female groups (stenographers, clerks, bookkeepers) were more dissatisfied than male groups (messengers, tellers, junior executives). This, he says, is probably because of the nature of their work.²

Chant found that twelve factors - opportunity for advancement, good boss, opportunity to learn job, steady job, high pay, good hours, using own ideas, opportunity to be of public service, easy work, good working companions, clean work, comfortable working conditions makes a job interesting.³

Wrenn indicated that vocational satisfaction is more closely related to the consistency of the vocational choice made in college than the occupation chosen.⁴

¹John Dewey, "Psychology and Work," The Personnel Journal 8 (1930): 337-341.

²Robert N. McMurry, "Efficiency, Work-satisfaction and Neurotic Tendency," The Personnel Journal 11 (1932): 1-4.

³S.N.F. Chant, "Measuring the Factors that Make a Job interesting," The Personnel Journal 11 (1932): 1-4.

⁴Gilbert Wrenn, "Vocational Satisfaction of Stanford Graduates," The Personnel Journal 13 (1934): 21-24.

Blum and Russ reported that salary, security, supervision, hours of work and advancement are the factors that affect the job satisfaction amongst various occupations from unskilled to professionals in the New York City.¹

Rugg named five areas of dissatisfaction for the foremen in the factories: (1) authority, (2) pay, (3) personal interest, (4) opportunities for advancement and (5) proper information system.²

Bluner found that the occupational prestige is the best individual measure of satisfaction amongst the industrial workers.³

Wernimont reported that personal accomplishment, praise for good work, getting along with co-workers, and receiving credit for ideas as having a greater impact on personal satisfaction amongst technical employees.⁴

Savage found job satisfaction related to task simplicity, leader behavior and achievement amongst employees in the television industry.⁵

¹ Milton L. Blum and John J. Russ, "A Study of Employee Attitudes towards Various Incentives," The Personnel Journal 19 (1942): 438-444.

² W.D. Rugg, "Do your Foremen Feel they are on the Management Team," Factory Management and Maintenance 108 (1950): 68-69.

³ R. Bluner, "Work Satisfaction and Industrial Trends in Modern Society," Reprint # 151 Berkely: Institute of Industrial Relations, University of California (1960): 339-360.

⁴ Paul F. Wernimont, Paul Torr, and Henry Kapell, "Comparison of Sources of Personal Satisfaction and of Work Morale," Journal of Applied Psychology 54 (1970):95.

⁵ Arthur L. Savage, "Leadership and Employee Attitudes: A Study in a Television Setting" (ERIC Document Reproduction Service, ED 173 885, 1979).

Studies of Teacher Satisfaction

Hoppock studied 500 teachers and found that emotional adjustment, superiors and associates, size of the community, feelings of success, praise, family influence, social status, vocational choice, interest in work, monotony, fatigue, and age were related to job satisfaction.¹ Though Hoppock's research is now three decades old, it is the most extensive literature on job satisfaction among school people.

McClusky and Strayer investigated teachers' satisfaction and dissatisfaction with teaching. The data were secured anonymously from 131 elementary and secondary teachers by circulating a questionnaire of 107 items. Teacher-pupil relationship was the most conspicuous source of feeling in the teacher's life.²

The American Vocational Association reported that heavier teaching loads tended to be associated with higher job satisfaction.³

Chase obtained 1,784 responses from teachers in over 200 systems in 43 states in reply to his questionnaire. He concluded that elementary teachers tended to be more enthusiastic about their work than secondary teachers. Married teachers were more enthusiastic than single teachers. Teachers rated superior by their superintendents tended to be considerably more enthusiastic than those rated below average. Women teachers were more enthusiastic

¹ Robert Hoppock, Job Satisfaction (N.Y.:Harper & Bros, 1935).

² H.Y. McClusky and Floyd J. Strayer, "Reactions of Teachers to the Teaching Situation- A Study of Job Satisfaction," School Review 48 (October 1940): 612-623.

³ American Vocational Association, Inc, "Factors Affecting the Satisfaction of Home Economics Teachers, "American Vocational Association Research Bulletin 3 (Washington: Committee on Research Publications, 1948) p.96.

than man. Satisfaction appeared to increase with years of experience, length of service in a school system and salary.¹

Rogers found that a majority of male elementary teachers studied were very satisfied with classroom teaching, especially in the area of teacher-pupil relationships. The three major dissatisfactions were salary, extra jobs without compensation, and factors relating to the disproportionate number of women on the teaching staff. A sizeable minority was dissatisfied with their status in the community, and 22.5 percent expressed some objection for having a women principal.²

McLaughlin and Shea found that excessive clerical work, inadequate salary, and negative student attitudes toward learning were among the chief dissatisfactions amongst teachers.³

Redfern found that salaries, teaching loads, shorter work year are related to job satisfaction.⁴

Newman found that years of experience is positively related to teachers' job satisfaction.⁵

¹ F.S. Chase, "Factors for Satisfaction in Teaching," Phi Delta Kappan 32 (November 1951): 127-132.

² D. Rogers, "A Study of the Reactions of Forty Men in Teaching," Journal of Educational Sociology 27 (1955): 24-35.

³ J.W. McLaughlin and J.T. Shea, "California Teachers' Job Satisfaction", California Journal of Educational Research 11 (1960): 216-224.

⁴ George B. Redfern, "Will Teacher Militancy Make Evaluation of Teacher Performance Obsolete?" (ERIC Document Reproduction Service, ED 027 635, 1969).

⁵ Katherine K. Newman, "Middle-Aged Experienced Teachers' Perceptions of Their Career Development" (ERIC Document Reproduction Service, ED 171 697, 1979).

There are several other studies of job satisfaction but none has investigated anything about the satisfaction of the superintendents, however, each emphasized the importance of the study of job satisfaction. Most of them treated job satisfaction as unidimensional (general satisfaction) or dual dimension (based on two factor theory of Herzberg).

Studies of Satisfaction of Superintendents

While many studies have been done of teacher job satisfaction, very few have investigated job satisfaction of superintendents. None were recorded in the yearly reviews of job satisfaction research of 1935-1970 by Hoppock et al.¹ In the ERIC indexes of 1966 to 1980 only one was reported:

Kline found that five factors influenced the satisfaction of Indiana and Illinois superintendents: (1) spirit; (2) relations with school board; (3) liason; chain of command; and professional gratification.²

In the University Microfilm International Comprehensive Indexes of 1861 to 1978 only the following studies related directly to job satisfaction of superintendents are reported:

Cohran found that California school superintendents were concerned with too much paper work, not enough time to do the job, human relationships and status.³

¹Robert Hoppock and others, "Job Satisfaction-Researches of 1935-51", Occupations (1938-52): Personnel and Guidance Journal (1952-70). See bibliography.

²Charles E. Kline, "The Superintendency -- Focus on Job Satisfaction and Morale" (ERIC Document Reproduction Service, ED 137 957, 1977).

³Richard F. Cohran "Job Satisfaction of School Superintendents in California" Dissertation Abstracts International 37A-3 (1977): 1899.

Manning identified satisfiers and dissatisfiers of Virginia school superintendents. Policy and administration, and interpersonal relations were identified as hygiene factors; achievement and recognition were identified as motivators.¹

Knisely found that school superintendents were more satisfied with some particular services provided by the Department of Education of Stark County, Ohio, than were school principals. For other services the reverse was true. Services considered under this study are: central purchasing, film rental, printing, guidance, driver education, and data processing.²

Brown found that for superintendents in Georgia the length of service on the job was the most critical factor of their satisfaction.³

The study of the job satisfaction of superintendents in the United States has been done by the researcher, and is the only national survey on the subject.⁴

¹Renfro C. Manning, "The Satisfiers and Dissatisfiers of Virginia Superintendents of Schools" Dissertation Abstracts International 37A-8 (1977): 4028.

²William H. Knisely, Jr. "The Perceived Satisfaction levels of Local Superintendents and Principals of Stark County, Ohio with Services Received from the County Department of Education: Dissertation Abstracts International 37A-10(1977):6180.

³Sidney E. Brown "Job Satisfaction of Georgia School Superintendents and their Behavior" Dissertation Abstracts International 38A-7 (1978): 193.

⁴Krishan Chand, "Job Satisfaction of Superintendents in the United States" (Ed.D. Dissertation, New York University, 1982).

CHAPTER III

RESEARCH DESIGN AND METHODOLOGY

This study used a standard survey methodology which is an effective means for gathering data to determine the status of a particular topic.¹

Population

The study population consists of all the fifty two school superintendents in Alaska. They constituted the unit of analysis. After the completion of this study a new school district has been formed. Though a questionnaire was not sent to this new district, but because of the power of the usable returns, the findings are equally applicable to all the school superintendents.

Instruments

Personal-experiential instrument, task variables instrument, and Job Descriptive Index were used in this study. Same instruments were used to determine the job satisfaction of superintendents in the United States.² Using the same instruments will help compare the findings of this study to that of the national survey.

¹Fred N. Kerlinger, Foundations of Behavioral Research (N.Y.: Holt, Rinehart and Winston, Inc., 1964) p.392.

²Chand, "Job Satisfaction of Superintendents in the United States", pp 21-26.

General Procedure

A letter of introduction and a copy of the questionnaire (including JDI, personal-experiential and task variables) were mailed to all the superintendents in Alaska. The letter provided information about the study and invited each respondent to participate. No follow-up was needed as the number of responses received was sufficient for statistical analysis.

Sub-problem one: Procedure

Sub-problem one attempts to determine the relationship between task variables and job satisfaction among superintendents. Two approaches were used to determine if relationships exist: (1) canonical correlation analysis (CCA) and (2) multiple regression/correlation (MRC) analysis.

Canonical correlation analysis was used according to Cohen and Cohen who states, "CCA is that generalization of MRC which.... provides a general method of relating a group of k different X variables designated as x_i to a group of p different Y variables designated as y_i ." In this study overall satisfaction and each sub-scale of JDI will be treated as Y variables dependent on X variables.

To obtain a closer look at the canonical structure, multiple regression/correlation analysis was employed. For each MRC a multiple correlation coefficient was calculated to determine the magnitude of the contribution of the independent sets to the variance of the dependent variables. Multiple regression/correlation analysis was used in accordance with Kerlinger¹ who states: "Multiple regression analysis is a method for studying the effects and the magnitudes of the effects of more than one independent variable on

¹Kerlinger, Foundations of Behavioral Research

one dependent variable using the principles of correlation and regression." Both the canonical correlation analysis and multiple regression/correlation analysis were accomplished by using the Statistical Package for the Social Sciences (SPSS).¹

Sub-problem two: Procedure

Sub-problem two attempts to determine the relationship between personal-experiential variables and job satisfaction among superintendents. CCA and MRC were used to determine the relationship between personal-experiential variables and job satisfaction. These statistical techniques are the same as for sub-problem one pages 21-22.

Sub-problem three: Procedure

Sub-problem three attempts to determine the relationship of both task and personal-experiential variables to job satisfaction among superintendents. CCA and MRC were used to determine the relationship between task and personal-experiential variables and job satisfaction. More information on these two statistical techniques has already been given on pages 21-22.

Treatment of Data

Raw scores of satisfaction were hand scored on the five scales of JDI. The data collected were placed on the punch cards to facilitate computer analysis. As given earlier, CCA and MRC were used to determine the relationships between task and personal-experiential variables and job satisfaction (Overall satisfaction and the raw scores of each sub-scale of JDI).

¹Norman H. Nie, C.H. Hull, J.G. Jenkins, K. Steinbrenner and D.H. Bent, Statistical Package for the Social Sciences (SPSS) (N.Y.: McGraw-Hill, 1975).

CHAPTER IV

FINDINGS OF THE STUDY

Usable returns were derived from 46 superintendents. The power of this return, according to Cohen and Cohen, exceeds .995 at .05 and also at .01 level of significance.¹

Sub-problem one

Sub-problem one attempted to determine the relationship between the task variables and job satisfaction among school superintendents. Two statistical measures were used to determine if the relationship exists, (1) canonical correlation (CCA) and (2) multiple regression/correlation (MRC) analysis. More information on these statistical measures is given on pages 21-22.

The data for this sub-problem were derived from the response to the Task Variables portion of the questionnaire and the Job Descriptive Index (Appendix, pages 43-44).

Twenty one task variables effects the overall job satisfaction of Alaska school superintendents as compared to three variables effecting the nationwide superintendency.² All these variables have a positive relationship with the overall

¹J. Cohen and P. Cohen Applied Multiple Regression Analysis for the Behavioral Sciences (Hillsdale, N.J.: Lawrence Erlbaum Associates, 1975).

²Chand, "Job Satisfaction of Superintendents in the U.S." This reference applies to all the comparisons of the findings in this study.

satisfaction and in descending order of their importance are:

(1) the feelings they have about their sense of achievement in their profession, (2) methods used to evaluate their performance, (3) time they spend on their relationship with the non-certified staff, (4) their opportunity for personal growth, (5) time they spend on their relationship with the principals, (6) time they spend on their relationship with the community, (7) renewal of their employment contract, (8) number of hours put in at their work per week, (9) time they spend on their relationship with the teachers, (10) attitude of parents towards education, (11) time they spend on their relationship with the assistants, (12) importance they give to their freedom to employ staff, (13) time they spend on employing staff, (14) importance they give to their freedom to dismiss staff, (15) their status in the community, (16) attitude of community towards education, (17) time they spend on their relationship with the board-members, (18) importance they give to their relationship with the assistants, (19) importance they give to their relationship with the principals, (20) the recognition of their work by others, (21) time they spend on federal regulations. The range of coefficient of correlation between overall satisfaction and these 21 variables is .8 to .3. The three variables effecting the nationwide superintendency are: (1) sense of achievement in thier profession, (2) the feelings they have concerning their status in the community, (3) the prospects of a renewal of their employment contract. The range of coefficient of correlation between overall satisfaction and these three variables is .5 to .4.

See Table 1.

TABLE 1

COEFFICIENT OF CORRELATIONS BETWEEN THE EFFECTING
TASK VARIABLES AND OVERALL SATISFACTION OF ALASKA
SCHOOL SUPERINTENDENTS AND ALSO THAT OF THE
NATIONWIDE SUPERINTENDENCY

Dependent Variable = Overall Satisfaction

	r Alaska	r Nationwide
Sense of achievement	.765	.521
Methods used to evaluate their performance	.622	
Time spent on their relationship with the non-certified staff	.521	
Opportunity for personal growth	.514	
Time spent on their relationship with principals	.477	
Time spent on their relationship with the community	.461	
Renewal of contract	.457	.421
Number of hours put in at their work per week	.432	
Time spent on their relationship with the teachers	.428	
Attitude of parents towards education	.416	
Time spent on their relationship with the assistants	.414	
Importance they give to employ staff	.411	
Time spent on employing staff	.410	
Importance they give to dismiss staff	.391	
Status in the community	.352	.476
Attitude of community towards education	.344	
Time spent on their relationship with the board-members	.343	
Importance they give to their relation- ship with the assistants	.342	
Importance they give to their relation- ship with the principals	.333	
Recognition of their work by others	.310	
Time spent on federal regulations	.309	

n = 46

n = 520

Most of the superintendents in Alaska (83.4%) have high overall satisfaction as compared to 82.7% for the nationwide; a few (16.6%) have medium overall satisfaction as compared to 11.5% for the nationwide. None of the Alaskan superintendents reported low overall satisfaction compared to the 5.8% of the nationwide. See Table 2.

TABLE 2
FREQUENCIES OF OVERALL SATISFACTION

Level of Satisfaction	Alaskan Percentage	Nationwide Percentage
1)=Low)		2.5
2)		3.3
3 =Medium	16.6	11.5
4))	46.7	47.1
5)=High	36.7	35.6
Total	100.0	100.0

Eighty percent of the superintendents in Alaska as compared to 73.1% nationwide would select superintendency again if they were to choose a career now. The remaining 20% Alaskan superintendents compared to 26.9% of the nationwide said they would not. See Table 3.

TABLE 3
PERCENTAGES OF SUPERINTENDENTS CHOOSING
OR NOT CHOOSING SUPERINTENDENCY AGAIN

Response	Alaskan Percentage	Nationwide Percentage
Yes	80.0	73.1
No	20.0	26.9
Total	100.0	100.0

Satisfaction with Work

Ten task variables effects the satisfaction of superintendents in Alaska with their work. These variables in descending order of their importance are: (1) methods used to evaluate their performance, (2) their status as superintendent in the community, (3) attitude of parents towards education, (4) renewal of their employment contract, (5) attitude of community towards education, (6) importance they give to the collective negotiations, (7) importance they give to their relationship with the principals, (8) time they spend on employing the staff, (9) their safety on job, (10) time they spend on federal regulations. All of these variables have a positive relationship with the satisfaction with work, and the range of their coefficient of correlation is .7 to .3. See Table 4. None of these variables effects the job satisfaction of nationwide superintendents with their work.

TABLE 4

COEFFICIENT OF CORRELATIONS BETWEEN THE EFFECTING
TASK VARIABLES AND SATISFACTION WITH WORK OF ALASKA
SCHOOL SUPERINTENDENTS

Dependent Variable = Work

	r
Methods used to evaluate their performance	.671
Status in the community	.563
Attitude of parents towards education	.466
Renewal of contract	.401
Attitude of community towards education	.400
Importance they give to the collective negotiation	.375
Importance they give to their relationship with principals	.360
Time spent on employing staff	.319
Safety on job	.309
Time spent on federal regulations	.307

n = 46

Mean of the scores on this sub-scale for the superintendents in Alaska is 36.63 as compared to 38.55 for the nationwide. Range of possible scores is 00-54. A t-test showed that these two means are significantly different at .05 level.

Three fourths (73.4%) of the Alaskan superintendents have a more favorable attitude toward work (scored 29-46 on the sub-scale of work) than the 13.3% of the Alaskan superintendents who scored below 29, while the remaining 13.3% of the superintendents tend to have even more favorable attitude than all the others. See Table 5.

Two thirds (69.1%) of the superintendents have a more favorable attitude toward work (scored 29-46 on the sub-scale of work) than the 11.3% of the superintendents who scored below 29, while the remaining 19.6% of the superintendents tend to have even more favorable attitude than all the others.

TABLE 5

DISTRIBUTION OF SCORES ON THE
SUB-SCALE OF WORK (JDI)

Scores	Alaskan Percentage	Nationwide Percentage
0-28	13.3	11.3
29-46	73.4	69.1
47-54	13.3	19.6
Total	100.0	100.0

Satisfaction with Co-workers

Four task variables effects the satisfaction of superintendents in Alaska with their co-workers. These variables in descending order of their importance are: (1) methods used to

evaluate their performance, (2) amount of paper work with which they deal, (3) renewal of their employment contract, (4) importance they give to the collective negotiations. All of these variables have a positive relationship with the satisfaction with co-workers, and the range of their coefficient of correlation is .5 to .4. See Table 6. None of these variables effects the job satisfaction of nationwide superintendents with their co-workers.

TABLE 6

COEFFICIENT OF CORRELATIONS BETWEEN THE EFFECTING
TASK VARIABLES AND SATISFACTION WITH CO-WORKERS
OF ALASKA SCHOOL SUPERINTENDENTS

Dependent Variable = Co-workers	r
Methods used to evaluate their performance	.512
Paper work with which they deal	.509
Renewal of contract	.451
Importance they give to collective negotiation	.402

n = 46

Means of the scores on this sub-scale for the superintendents in Alaska is 43.00, as compared to 42.91 for the nationwide. Range of possible scores is 00-54. A t-test showed that these two means are not significantly different at .05 level.

About fifty six percent (56.7%) of the Alaskan superintendents have a more favorable attitude toward co-workers (scored 45-54 on the sub-scale of coworkers) than the 43.3% of the Alaskan superintendents who scored below 44. Out of these 43.3% of the superintendents, 30% have scored in the range of 35-43 and have more favorable attitude toward co-workers than the remaining 13.3% who scored in the range of 0-34. See Table 7.

About sixty four percent (64.8%) of the nationwide superintendents have a more favorable attitude toward co-workers (scored 44-54 on the sub-scale of coworkers) than the 35.2% of the nationwide superintendents who scored below 44. Out of these 35.2% of the superintendents, 17.5% have scored in the range of 35-43 and have more favorable attitude toward co-workers than the remaining equal number of 17.5% who scored in the range of 0-34.

TABLE 7

DISTRIBUTION OF SCORES ON THE
SUB-SCALE OF COWORKERS (JDI)

Scores	Alaskan Percentage	Nationwide Percentage
0-34	13.3	17.7
35-43	30.0	17.5
44-54	56.7	64.8
Total	100.0	100.0

Satisfaction with Supervision

Nine task variables effects the satisfaction of superintendents in Alaska with their supervision. These variables in descending order of their importance are: (1) methods used to evaluate their performance, (2) renewal of their employment contract, (3) attitude of community towards education, (4) attitude of parents towards education, (5) their status as superintendent in the community, (6) importance they give to their relationship with the assistants, (7) importance they give to the collective negotiations, (8) amount of paper work

with which they deal, (9) time they spend on their relationship with the board-members. All of these variables have a positive relationship with the satisfaction with supervision. Range of their coefficient of correlation is .8 to .3. See Table 8. None of these variables effects the job satisfaction of nationwide superintendents with their supervision. It is assumed that the Board of Education is their supervisor.

TABLE 8

COEFFICIENT OF CORRELATIONS BETWEEN THE EFFECTING
TASK VARIABLES AND SATISFACTION WITH SUPERVISION
OF ALASKA SCHOOL SUPERINTENDENTS

Dependent Variable = Supervision	r
Methods used to evaluate their performance	.786
Renewal of contract	.671
Attitude of community towards education	.622
Attitude of parents towards education	.502
Status in the community	.480
Importance they give to their relationship with assistants	.436
Importance they give to collective negotiation	.363
Paper work with which they deal	.340
Time spent on relationship with board-members	.324

n = 46

Mean of the scores on this sub-scale for the superintendents in Alaska is 39.60 as compared to 41.22 for the nationwide. Range of possible scores is 00-54. A t-test showed that these two means are significantly different at .05 level.

A slight majority of 53.3% of the Alaskan superintendents have a more favorable attitude toward supervision (scored 32-50 on the sub-scale of supervision) than the 20% of the Alaskan

superintendents who scored below 32, while the remaining 26.7% of the Alaskan superintendents tend to have even more favorable attitude than all the others. See Table 9.

A slight majority of 54.4% of the nationwide superintendents have a more favorable attitude toward supervision (scored 32-50 on the sub-scale of supervision) than the 17.9% of the nationwide superintendents who scored below 32, while the remaining 27.7% of the superintendents tend to have even more favorable attitude than all the others.

TABLE 9
DISTRIBUTION OF SCORES ON THE
SUB-SCALE OF SUPERVISION (JDI)

Scores	Alaskan Percentage	Nationwide Percentage
0-31	20.0	17.9
32-50	53.3	54.4
51-54	26.7	27.7
Total	100.0	100.0

Satisfaction with Pay

Five task variables effects the satisfaction of superintendents in Alaska with their pay. These variables in descending order of their importance are: methods used to evaluate their performance, (2) their status as superintendent in the community, (3) attitude of parents toward education, (4) importance they give to the freedom to employ staff, (5) attitude of community towards education.

All of these variables have a positive relationship with the satisfaction with pay. The range of their coefficient of correlation is .6 to .4. See Table 10. None of these variables effects the job satisfaction of nationwide superintendents with their pay.

TABLE 10
COEFFICIENT OF CORRELATIONS BETWEEN THE EFFECTING
TASK VARIABLES AND SATISFACTION WITH PAY
OF ALASKA SCHOOL SUPERINTENDENTS

Dependent Variable = Pay	r
Methods used to evaluate their performance	.589
Status in the community	.540
Attitude of parents towards education	.485
Importance they give to employ staff	.476
Attitude of community toward education	.364

n = 46

Mean of the scores on this sub-scale for the superintendents in Alaska is 17.27, as compared to 14.22 for the nationwide. Range of possible scores is 00-27. A t-test showed that these two means are significantly different at .05 level.

Over one-half (53.3%) of the Alaskan superintendents reported a more favorable attitude toward pay (scored 19-27 on the sub-scale of pay) than all the other superintendents; 16.4% of the superintendents in Alaska who scored 0-9 reported a lesser favorable attitude than all the other superintendents; 30.3% of the superintendents who scored 10-18 reported having more favorable attitude than 16.4%, and lesser favorable attitude than 53.3% of the superintendents in Alaska. See Table 11.

About one-fourth (27.1%) of the nationwide superintendents reported a more favorable attitude toward pay (scored 19-27 on the sub-scale of pay) than all the other superintendents; an equal proportion (26.6%) of the superintendents who scored 0-9 reported a lesser favorable attitude than all the other superintendents; less than half (46.6%) of the nationwide superintendents who scored 10-18 reported having more favorable attitude than 26.3% of the superintendents.

TABLE 11

DISTRIBUTION OF SCORES ON THE
SUB-SCALE OF PAY (JDI)

Scores	Alaskan Percentage	Nationwide Percentage
0-9	16.4	26.3
10-18	30.3	46.6
19-27	53.3	27.1
Total	100.0	100.0

Satisfaction with Promotion

Mean of the scores on this sub-scale for the superintendents in Alaska is 11.66 as compared to 11.65 for the nationwide. Range of possible scores is 00-27. A t-test showed that these two means are not significantly different at .05 level.

About one-fourth (26.7%) of the superintendents in Alaska reported less favorable attitude than all others, while 23.3% claimed more favorable attitude. See Table 12.

A slight plurality (37.3%) of the nationwide superintendents reported a less favorable attitude than all others,

while 27.1% claimed more favorable attitude.

TABLE 12

DISTRIBUTION OF SCORES ON THE
SUB-SCALE OF PROMOTION (JDI)

Scores	Alaskan Percentage	Nationwide Percentage
0-7	26.7	37.3
8-17	50.0	35.6
18-27	23.3	27.1
Total	100.0	100.0

Unsolicited responses written on the returned instruments from about 10% of the respondents indicated that since they were at the top position of the school district, the sub-scale of "promotion" did not apply to the school superintendents.

Sub-problem two

Sub-problem two attempted to determine the relationship between personal-experiential variables and job satisfaction among school superintendents. Canonical correlation analysis and multiple regression/correlation analysis were used to determine the relationships. More information on these two statistical techniques is given on pages 21-22.

The data analysis reveals that no significant relationships exist between personal-experiential variables and job satisfaction among school superintendents.

Sub-problem three

Sub-problem three attempted to determine the relationship of task and personal-experiential variables to job satisfaction among superintendents. Canonical correlation analysis and multiple regression/correlation analysis were used to determine the relationships. More information on these statistical techniques is given on pages 21-22.

The data analysis reveals that no significant relationships exist between personal-experiential variables and job satisfaction among superintendents. The findings in sub-problem three are essentially the same as the findings in sub-problem one which were reported earlier on pages 23-35.

DESCRIPTION OF THE SUPERINTENDENTS

While there is no connection between job satisfaction and any of the following demographic items, a profile of the person and the district does emerge.

Nearly 36.7% of the Alaskan superintendents are over 45 years old as compared to the 59.8% nationwide; 10% are 55 years old or more, compared to the 17.5% nationwide; 3.3% are below the age of 35 years, compared to the 6.2% nationwide.

The percentage of married superintendents both in Alaska and nationwide is the same, i.e. 93%. The remaining 7% are single, divorced, or widowed.

Over 36% (36.7%) of the Alaskan superintendents have a full-time working spouse, compared to the 41% nationwide; 56.7% have either nonworking, part-time working or does not have a spouse, compared to the 54.4% nationwide. The remaining 6.7% of

the Alaskan superintendents did not respond on the status of the employment of their spouse, compared to 4.6% nationwide.

Over 86% (86.6%) of the superintendents in Alaska took an active part in the voluntary extra curricular activities involving working with the youth, as compared to the 80.8% nationwide. Over 76% (76.6%) took an active part in the job related extra curricular activities involving working with youth, as compared to the 69.3% nationwide.

Over 96% (96.7%) of the Alaskan superintendents held a masters degree, compared to 98.5% nationwide; 43.4% held sixth year certificate compared to 46.2% nationwide; doctoral degree is held by 33.3% compared to 30% nationwide.

Superintendency certificate is reported to be held by 63.4% of the superintendents in Alaska, compared to 51.5% nationwide.

The percentage of superintendents in Alaska with 10 years and over of teaching experience is 33.3% as compared to 38.2% nationwide. Over 73% (73.3%) of the superintendents in Alaska have 10 years or more of administrative experience, compared to 76.7% nationwide.

The percentage of superintendents in Alaska who served in one district is 43.3%, compared to 58.8% nationwide; 26.7% compared to 22.7% nationwide for those who served in two districts; 16.7% as compared to 10.2% for those who served in three districts; 13.3% as compared to 8.3% for those who served in four or more school districts.

All the school districts in Alaska have a grade span of K-12, as compared to 86.5% nationwide, the remaining 13.5% in the nation are elementary, junior high, or senior high school districts.

CHAPTER V

SUMMARY AND RECOMMENDATIONS

Summary

The purpose of this study was to examine the level of job satisfaction among school superintendents in Alaska. Three sub-problems were chosen for the study:

1. Among school superintendents in Alaska, what is the relationship of task variables to job satisfaction?

2. Among school superintendents in Alaska, what is the relationship of personal-experiential variables to job satisfaction?

3. Among school superintendents in Alaska, what is the relationship of both task variables and personal-experiential variables to job satisfaction?

Two approaches were used to determine if the relationship exists, (1) canonical correlation (CCA) and (2) multiple regression/correlation (MRC) analysis.

There is a positive relationship between each task variable (achievement; evaluation; time spent on their relationship with non-certified staff, principals, community, teachers, assistants, and board-members; personal growth; employment contract; working hours; parents attitude; importance given to freedom to employ and dismiss staff; relationship with assistants,

principals; status; community; recognition; time spent on employing staff, federal regulations) and the superintendents' overall satisfaction. Only three task variables (achievement, status, and employment contract) effects the overall satisfaction of nationwide superintendency.

There is a positive relationship between each task variable (evaluation, status, parents attitude, employment contract, community, collective negotiations, relationship with principals, time spent on employing staff, federal regulations, safety on job) and the superintendents' satisfaction with work. None of these variables effects the job satisfaction of nationwide superintendents with their work.

There is a positive relationship between each task variable (evaluation, paper work, employment contract, collective negotiations) and the superintendents' satisfaction with co-workers. None of these variables effects the job satisfaction of nationwide superintendents with their co-workers.

There is a positive relationship between each task variable (evaluation, employment contract, community, parents attitude, status, assistants, collective negotiations, paper work, board-members) and the superintendents' satisfaction with supervision. None of these variables effects the job satisfaction of nationwide superintendents with their supervision.

There is a positive relationship between each task variable (evaluation, status, parents attitude, freedom to employ staff, community) and the Alaskan superintendents' satisfaction with pay. None of these variables effects the job satisfaction of nationwide superintendents with their pay.

For Alaskan superintendents as well as for those of the entire nation, there is no relationship of personal-experiential variables- grade span, enrollment, type of school district, size of staff, education, certification, experience, age, race, marital status, sex, whether spouse works or not, extra curricular activities to job satisfaction.

■
Recommendations for
further Research

1. Studies of job satisfaction of superintendents conducted at intervals of 3-5 years to identify changes in the profession.

2. Studies that answer the question, Will improving the job satisfaction of school superintendents improve the organizational effectiveness of school districts?

3. Studies using indepth interviews of superintendents to identify personal and peculiar dimensions of satisfaction in the superintendents' role.

4. Studies of possible ways of increasing the level of job satisfaction of superintendents.

Appendix

Questionnaire:

Part I (Personal-experiential)

Part II (Task)

Please provide the following information about:

YOUR SCHOOL DISTRICT

1. Grade span of your school district -----
2. Enrollment of your school district -----
3. Type of school district:
 - a. Urban -----
 - b. Suburban -----
 - c. Rural -----
4. Type of school district:
 - a. Fiscally dependent -----
 - b. Fiscally independent -----
5. Total staff: -----
 - a. Instructional -----
 - b. Non Instructional -----
 - c. Building and central office administrators -----

YOUR EDUCATIONAL EXPERIENCE

6. Do you have:
 - a. Bachelors degree: Yes -- No --
Major: -----
 - b. Masters degree: Yes -- No --
Major: -----
 - c. 6th year certificate: Yes -- No --
Major: -----
 - d. Doctorate: Yes -- No --
Major: -----
7. Your areas of certification:
 - a. Teaching: -----
 - b. Administration: -----
8. Experience you have as an educator:
 - a. Teacher: Total --- years
Teacher in the current district: --- years
Teacher in other districts: --- years
Subjects taught: -----
Grade levels taught: -----
 - b. Administrator: Total --- years
Building level --- years
central office --- years
Superintendent in the current district: --- years
Superintendent in other districts --- years

- c. In how many districts have you served as superintendent (count your current district)? -----

9. Experience other than educator:

- a. Managerial --- years
- b. Non managerial --- years

PERSONAL

10. Your age: --- years
11. Your race/ethnic group:
 - White -----
 - Black -----
 - Hispanic -----
 - American Indian/Alaskan Native -----
 - Asian -----
 - Other -----
12. Your marital status:
 - Single -----
 - Married -----
 - Divorced -----
 - Widowed -----
13. Your sex:
 - Male -----
 - Female -----
14. Does your spouse work full-time?
 - Yes -----
 - No -----
15. Had you taken an active part in extra curricular, community activities involving working with youth?
 - Voluntary Yes -- No --
 - Job related Yes -- No --

CIRCLE THE NUMBER THAT BEST DESCRIBES YOUR FEELINGS ABOUT:

	Negative					Positive				
1. Your status as superintendent in the community	1	2	3	4	5					
2. Attitude of community towards education	1	2	3	4	5					
3. Attitude of parents towards education	1	2	3	4	5					
4. Your sense of achievement in your profession	1	2	3	4	5					
5. Recognition of your work by others	1	2	3	4	5					
6. Your opportunity for personal growth	1	2	3	4	5					
7. Number of hours put in at your work per week	1	2	3	4	5					
8. Amount of paper work with which you deal	1	2	3	4	5					
9. Methods used to evaluate your performance	1	2	3	4	5					
10. Renewal of your employment contract	1	2	3	4	5					
11. Your safety on job	1	2	3	4	5					

HOW IMPORTANT IS EACH OF THE FOLLOWING TO YOU:

HOW MUCH TIME DO
YOU SPEND ON EACH:

	little Importance					Very Importance					Little					Great deal				
1. Curriculum	1	2	3	4	5						1	2	3	4	5					
2. Finance	1	2	3	4	5						1	2	3	4	5					
3. State regulations	1	2	3	4	5						1	2	3	4	5					
4. Federal regulations	1	2	3	4	5						1	2	3	4	5					
5. Your freedom to employ staff	1	2	3	4	5						1	2	3	4	5					
6. Your freedom to dismiss staff	1	2	3	4	5						1	2	3	4	5					
7. Collective negotiations	1	2	3	4	5						1	2	3	4	5					
8. Relationship with Board-Members	1	2	3	4	5						1	2	3	4	5					
9. Relationship with assistants	1	2	3	4	5						1	2	3	4	5					
10. Relationship with principals	1	2	3	4	5						1	2	3	4	5					
11. Relationship with teachers	1	2	3	4	5						1	2	3	4	5					
12. Relationship with community	1	2	3	4	5						1	2	3	4	5					
13. Relationship with non-certified staff	1	2	3	4	5						1	2	3	4	5					
14. Relationship with State Department of education	1	2	3	4	5						1	2	3	4	5					

What is your Overall Satisfaction as Superintendent

Low					High
1	2	3	4	5	

If you were to choose a career again, would you choose the superintendency?

1. Yes

2. No

:Continued:

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